



Office of Field Services

9/12/02

BUILDING STUDY GUIDE ITEMS

EXPLANATION WITH EXAMPLES SUBSTANTIATING IMPLEMENTATION

BUILDING REQUIREMENTS:

1. Alignment of standards, core academic curriculum, instruction and assessment.

- a. Evidence exists that district core standards are communicated effectively to all staff. District core standards consist of high academic standards for all, core content standards that specify what students should know and be able to do, and performance benchmarks that reflect student achievement of content standards (e.g., teachers and paraprofessionals can articulate district core content standards, agenda/minutes from meetings).
- b. There is evidence that the core curriculum aligns with district content standards for all grade levels for at least language arts, mathematics, science, and social studies (e.g., curriculum for each grade level).
- c. There is evidence that the written (intended) curriculum is being taught in all classrooms (e.g., samples of lesson plans cross-referenced to district standards and benchmarks, assessment documents, log of team planning).
- d. Student assessment is specifically designed to measure instruction of the core academic curriculum (e.g., grade level assessment documents, assessments used provide evidence of alignment to a written curriculum). School assessments include the annual assessment of English language proficiency for LEP students.
- e. Individual student performance data is analyzed to continuously adjust instruction (e.g., running records, pre- and post-tests, exit procedures for LEP students, unit grades, teacher observations, and checklists).

2. School Improvement

- a. The school improvement plan includes research-based program planning and use of program funds. The school improvement plan encompasses the following: P.A. 25, Title I program services and staff development Title II, Part A professional development and class size reduction, and Title II, Part D technology, Title III program services and staff development (e.g., school improvement plan (SIP) strategies showing supplementary program services, goals based on student data, copy of research used to determine program).

- b. Evidence exists that parents are involved in an organized, ongoing and timely manner in the planning of programs (e.g., an agenda, minutes, sign-in sheets from meetings).
- c. The school improvement plan specifies the program delivery for students identified for services for the current school year (e.g., SIP strategies, timelines, identification processes and services).
- d. There is evidence of how the results of disaggregated student achievement data are used to monitor and adjust instructional programs (e.g., annual school improvement reports and other documentation that contains disaggregated data from MEAP and other assessments, minutes, and the explanation of how the program is refined according to data results).

Note: Data must be disaggregated to include the following: gender, racial ethnicity, migrant status, students with disabilities, LEP, and socio-economic status, if statistically significant. Districts are encouraged to disaggregate student achievement data in other ways that would be of value to the planning process.

- e. Disaggregated student achievement data is reported to teachers and other staff, parents, students, and the community by the district and by the building (e.g., district/building annual report contains disaggregated student achievement data, newsletters or school web site).
- f. * Teachers, principals, and other school staff, parents and other community members, and students, where appropriate, are involved in the research based decision-making process of the building for the design of these supplementary programs (e.g., minutes of SIP meetings showing participation of all stakeholder groups, Title I parent input documentation, parent advisory committee meeting minutes, grade level meeting minutes).
- g. * Teachers, principals, and other staff, parents and community members, and students, where appropriate, are involved in the implementation of the program (e.g., meeting minutes of SIP committee, parent advisory committee meeting minutes, surveys or questionnaires).

* *Note: School level decision-making authority may be rescinded by the district if the school is in Corrective Action status.*

3. Building Program Services

- a. Comprehensive student needs assessment data in English language arts, mathematics, science, and social studies is present and used in each classroom to identify students eligible for services can be documented (e.g., checklists, running records, unit grades, teacher observations, pre- and post-tests, Michigan Literacy Progress Profile [MLPP]). Program services reflect the student needs identified by the assessment data.

- b. Documents or examples are provided verifying that allowable services are based on scientifically based research (e.g., materials reflect the practices being implemented, cite research or references that selected services would be successful).
- c. Documents and examples are provided demonstrating that state and federal program services are allowable under legislative guidelines (e.g., Section 31a funds are being used for direct instructional and non-instructional services to eligible students, Title I, Part A programs are providing identified students with the supplemental academic services). Title I, Part C, migrant students are identified. Title III programs provided research based instruction service to enable LEP students to speak, read, write, and comprehend English and meet challenging state standards; Title I, Part C funds are used to meet the unique needs of migratory students.
- d. Selection criteria are consistent for students within each grade level. The criteria used to select students for supplementary program services are the same for all teachers at each grade level (e.g., criteria for selection, grade-level log sheets, referral forms).
- e. Students eligible for supplementary program services are identified on an ongoing basis (e.g., classroom assessments, running records, revised service logs or service plans, English language proficiency assessments).
- f. Materials are available documenting that program services are only provided to eligible students using appropriate and consistent criteria (e.g., written criteria, referral forms, identification lists from needs assessment, Section 31a form). LEP students are annually assessed for English language proficiency. Evidence for the Section 41a Bilingual Program should include a home language survey and a reading test administered within the past six months; consultation with a parent (K-2). Migrant students are identified and provided services.
- g. The program provides additional instruction in the core (English/language arts, mathematics, science, social studies) academic areas (e.g., lesson plans, grade level scope and sequence, scheduling of categorical staff and paraprofessionals in area of assistance). For schools using Section 41a funds, evidence would include a description of the bilingual program (e.g., dual language, transitional, sheltered English instruction.)

Note regarding services to LEP students: The State School Aid Act requires Section 41a funds to be used solely for bilingual instruction in English language arts. However, Title VI of the Civil Rights Act and Title III of NCLB requires districts to provide instruction in other core areas to enable LEP students to participate effectively in school.

- h. Examples demonstrate the use of multiple strategies for in-class instruction as the primary vehicle for delivering program services (e.g., diverse strategies, hands-on activities, activities that support multiple intelligences).

- i. Examples are available of additional learning time including extended time programs that are provided to eligible students (e.g., schedule of programs for before school, after school, and summer school).
- j. Parents annually are involved in an evaluation of the program services (e.g., annual evaluation form/agenda, minutes, sign-in sheets of meetings, copies of function evaluation forms/follow-up process indicating that something is done with the data gathered).

4. Coordination of Services

- a. Evidence exists that staff coordinate instructional and internal support services to meet individual students' needs (e.g., minutes from grade level meetings, child study team meetings, and staff meetings). LEP students receive supplementary instruction using all the programs available (Section 41; Title I, Part A; Title I, Part C; Title II; Title III, Refugee Children School Impact).
- b. Evidence exists that district staff coordinates student services in collaboration with appropriate community service providers (e.g., referrals, student anecdotal records).
- c. Evidence exists that coordinated support services are provided to address at risk issues that impact student learning (e.g., counseling, student study teams, minutes from coordinated services meetings, observation surveys, individual student records/logs).

5. Professional Development

- a. Evidence exists that principals, teachers, parents and other school staff are involved collaboratively in the planning and implementation of research-based staff development using needs assessment data (e.g., staff and parent surveys, minutes of collaboration meetings).
- b. The professional development plan reflects support for the school improvement plan (e.g., examples from the professional development plan that demonstrate connections, inclusion of the professional development activities in the school improvement plan or one school improvement plan including the professional plan items).
- c. The professional development plan supports high standards in the core subject areas (e.g., a written professional development plan addresses academic needs).
- d. The professional development plan is based on research on teaching and learning (examples and information can be found at the NCREL web site <http://www.ncrel.org/pd>). The plan coordinates with the school improvement plan and is driven by current student achievement data (minutes from professional development planning meetings, individual and school professional development plans cite research models and/or refer to the school improvement plan).

- e. The professional development plan incorporates strategies for meeting the educational needs of students with different learning styles (e.g., minutes showing discussion of needs, written plan with specific strategies).
- f. Principals, teachers, parents and other school staff participate in professional development activities resulting in an improved program for meeting the needs of students. The professional development activities are sustained, in-depth, and ongoing and do not include one-day workshops (e.g., written plan, committee members, minutes from meetings).
- g. Evidence exists that professional development is provided in content areas in which the school is identified for Title I improvement (e.g., MEAP scores, adequate yearly progress (AYP) report, measures of student achievement).
- h. Professional development activities include areas identified by the school improvement plan and the technology plan.

6. Parent Involvement

- a. Parents have been involved in development of a parent compact for each building. The parent compact and an annual meeting have been convened (e.g., copy of policy, implementation status to be determined during the On Site Review process).
- b. Evidence exists that assistance is provided to parents in areas such as:
 - National education goals
 - State content standards (core curriculum)
 - State student performance standards
 - State and local assessments
 - How to monitor a child's progress
 - How to work with educators to improve the performance of their children (e.g., newsletters, meeting agendas, workshop proposals/flyers, etc. Related to these six items, home language communication for LEP or migrant students). Parental notification procedures are followed for parents of all LEP students including offering choice of program type (bilingual, ESL, etc.) and the option of declining the service.
- c. Evidence exists that assistance in skill building is provided to staff to improve parent involvement (e.g., in-service training, parent surveys, meeting minutes, parent teacher conferences, literature and tips for teachers).
- d. Evidence exists that support is provided to parents and staff in at least the following areas and in a language supportive to the parents:
 - Regular reporting to parents on their children's progress
 - Communication between the teacher and parents through parent/teacher conferences
 - Reasonable access to staff and opportunities to volunteer in their children's classes

- Opportunities for parent in-service (e.g., parent training, indicators of volunteerism such as sign-in sheets, volunteer lists, evidence of parent night activities, childcare, home school liaison, or transportation).
- e. Evidence exists that individual student achievement is reported to parents (e.g., report cards, MEAP individual student reports, parent/teacher conference schedule).
- f. Parents evaluate the effectiveness of parent involvement activities (e.g., surveys, agenda, minutes, sign-in sheets of meetings, copies of evaluation forms, questionnaires or discussions for evaluation purposes).